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A

Hampton

Decade

Indust. Mus.



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A
DECADE
(1893-1903)
OF THE
HAMPTON SCHOOL

(Founded by General Samuel C. Armstrong, in 1868)



*Hampton Institute Press
Hampton, Va.
1903*

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THE WATER FRONT OF HAMPTON INSTITUTE

IT is ten years since General Armstrong's death. When Hampton sustained this tremendous loss, the fear was expressed that the school might not be able to survive it but those who have been "true to the black and red children of the land, and to just ideas of education" have seen to it that Hampton has not gone down. Thanks to the school's loyal corps of workers and to the cordial co-operation of its board of trustees, it has not only increased in numbers and in resources during the past decade, but its development has shown close adherence to the principles laid down by the Founder.

The school has enrolled the present year the largest number of students in its history—1200 Negroes and Indians, including boarding students and Whittier day scholars. Five hundred teachers from fifteen different states attended its summer institute. Miss Breed, in charge of the Southern Industrial Classes, which are under Hampton's care, reports 3,101

Changes of a Decade



HUNTINGTON MEMORIAL LIBRARY

of trustees decided that all legacies should be devoted to endowment or permanent improvements. Mr. Alexander Purves, the school's treasurer, in co-operation with the other workers, has succeeded in placing on a self-supporting basis some of the industries which had previously been a heavy drag upon the institution. While the general expenses have steadily increased, the extra expenditure has been applied to improving the equipment and increasing the corps of instructors, thus making it possible to give careful training in agriculture and domestic science to a far greater number of students and to send out yearly more than five times as many well-equipped mechanics as in former years. The cost of supplying the all-around training given at Hampton is about one-fifth of what it costs at West Point to prepare a young man to be a soldier, or at Annapolis to fit one to be a sailor. It is also one dollar a week less per pupil than similar training in certain state schools in New York.

boys and girls receiving different kinds of industrial training in its immediate neighborhood. Upon the school grounds 129 workers have given their whole time, and 56, a part of their time, to teaching and directing the summer and winter work. The former number includes the twenty instructors of the summer institute.

Financially Hampton is in better condition than it was ten years ago, although the struggle for yearly support is still great, demanding a large part of the time of the school's officers. Soon after the death of General Armstrong the board

Changes of a Decade

IT was General Armstrong's wish that the school should develop along mechanical and agricultural lines. The Director of the Trade School, in his report for the present year, shows that while the cost of the Trade School has increased from \$9,688.26 in 1897-'98 to

\$11,220.80 in 1901-'02, the number of trades taught has increased from 8 to 13, the number of regular trade students from 48 to 142, and the cost per student has decreased from \$201.84 to \$79.02.



ARMSTRONG-SLATER TRADE SCHOOL

the women students now receive systematic training in the various branches of household economics. The Normal Department has also been organized recently and teachers' certificates are now refused to those who have completed only the academic course. The Whittier Practice School has been greatly improved during the past few years, manual training courses, including sewing, basketry, cooking, housekeeping, gardening, and bench work having been introduced into the various grades.

The Director of the Agricultural Department reports that, with an increase of expense for buildings, equipment, and a larger corps of instructors, the number of students receiving instruction in agriculture is six times what it was ten years ago. The Departments of Domestic Science and Art have been organized within this time and all

Department of Agricultural Instruction

DURING the school year, 1893-'94, the Department of Agricultural Instruction consisted of one instructor, assisted in class work by the teacher of manual training and in the garden by one of the women teachers. The equipment included two greenhouses, forty acres of lawn or campus, one acre of garden, and a few lawn and garden tools. During that year 122 Junior and Middle boys received class-room instruction one evening each week, five special students spent most of their time doing practice work, and thirty girls were taught gardening—in all 157 students.

To-day a total of 911 students devote more or less time to agriculture. The department has a corps of five men instructors who devote their whole time to agriculture, five women who give part of their time to this subject, and one foreman in charge of greenhouse and garden work. It also has a set of fairly well-equipped classrooms and laboratories, a museum, dairy, and tool room, two horses, and a poultry house stocked with representative breeds of fowls. The course of study has been broadened and the method of presenting it improved. The attitude of the school towards agriculture has undergone an important and wholesome change.



A LESSON IN TILLAGE

The Shellbanks Farm



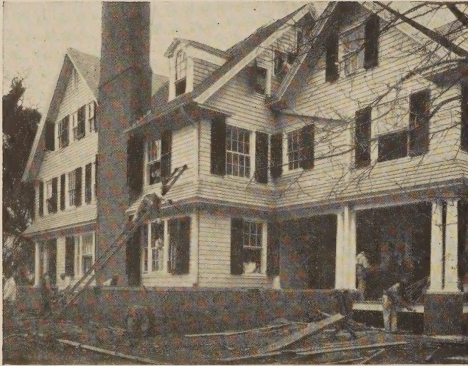
A FEW OF THE SHELLBANKS CATTLE

boys are being taught practical farming, dairying, and poultry raising; next year a number of girls will be given the same privilege. The educational work of the farm is in charge of Mrs. S. C. Armstrong.

“SHELLBANKS” is the stock farm of Hampton Institute; it is situated about four and a half miles from the school grounds and contains six hundred acres. Since 1878, from ten to fifteen boys have spent their first year at Shellbanks, learning how to farm by practical experience and studying at night. From small beginnings, business at the farm has increased until, during the past year, 73,000 gallons of milk were sold to the community. The stock includes 115 milch cows, about 2,000 poultry, and a large number of hogs.

A model barn accommodating over one hundred milch cows has lately been completed, and plans are now being carried out for an enlargement of the school. A three-story brick building is in process of construction and thirty

The Trade School



TRADE SCHOOL STUDENTS COMPLETING A HOUSE

THE Armstrong-Slater Trade School has been established within the past decade. Last year 153 Negroes and 11 Indians took the regular courses, and 18 were special students. Fourteen trades are taught, each one requiring an apprenticeship of three or four years of daily work, during which time the student attends night school.

The first year of the course is largely technical; the second year is devoted to practical work on buildings or manufactured products; and the third, to advanced technical work and practice in the elementary principles of allied trade school courses:—

drawings. Course in mechanical drawing in the night school.
2nd year.—House building and repairs.

3rd year.—Advanced principles of technical carpentry.
Designing and estimating cost of houses. Supplementary work in tinsmithing, including roofing, spouting, and guttering, and in painting, bricklaying and plastering, and wood-turning. After the beginning of the second year the greater part of the student's work is termed productive and for this he is paid wages.

1st year.—Technical work based on

Commercial Work of the Trade School

THE following partial list of articles manufactured in the various departments of the Trade School will give some idea of the practical value of its training. Among the pieces of clothing made by the tailors are 239 uniform suits, 372 pairs of uniform trousers, and 335 overall suits; the harness makers have manufactured 88 harnesses, 21 of which have been sold to the firm of John Wanamaker in Philadelphia; the shoemakers have made 279 pairs of shoes, and half-soled 823 pairs, besides doing much other repair work. The plasterers and bricklayers have laid cement walks, repaired flues, and set boilers on the grounds; the truck department has manufactured 447 trucks which have been sold to twenty-six different railroad and steamship companies; the iron work for these trucks and for 24 wagons has been done by the blacksmiths, who have also put on over 1,000 horseshoes. The carpenters have done building and repair work to the amount of \$30,000. The sales for the past year have amounted to \$35,402.76, an increase of \$4,380.90 over those of last year.

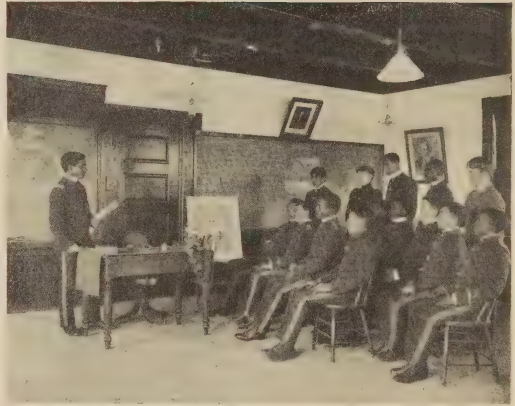


A SAMPLE OF THE COMMERCIAL WORK OF THE TRADE SCHOOL

The Academic Department

DURING the past ten years, there has been a marked change in the attitude of the students towards hand work of all kinds—a noticeable development of the idea of the dignity of honest and intelligent labor. There has also been a steady growth in the work for the girls, a larger number of whom now complete the course. Progress has been made towards eliminating the preparatory classes, which has materially raised the standard of admission.

Among the changes in academic work that are most worthy of note is the attempt to apply practically to the everyday experience of life, the knowledge gained in the schoolroom, the various subjects being studied with a view to their direct bearing upon the lives of the students. Another of the results of the past ten years' work is seen in the systematic manual training courses laid out for both boys and girls. For the girls the course includes sewing, cooking, dairying, housework, and bench



A CLASS IN LITERATURE

The Academic Department



A HISTORY CLASS AT FORT MONROE

work; for the boys, bench work, wood-turning, tinsmithing, bricklaying, and iron work.

The introduction into the course of so much manual training crowds it to such an extent that it has been thought advisable to add another year to the academic course, making it four years instead of three. The curriculum of the Normal Department has been broadened and strengthened, with a view to making it a training school for teachers desiring to introduce agriculture and other industrial features into their schools.

Academic Department

THE course in manual training for girls has direct reference to their daily experiences. The sewing of the classroom is applied immediately to the problem of proper dressing ; and the work of the cooking school to the kitchen, whether the girl is out at service or at home during vacation. The student recognizes her training as an important part of her experience in living, and not merely part of the school course. Consequently she works with a different motive, and at an increased rate which produces good results.



IN ONE OF THE SEWING ROOMS

The Whittier School



CHILDREN AT WORK IN THE WHITTIER GARDEN

manners of the children. Advancement has been made along industrial lines, and the appearance of the girls is noticeably better since they have been taught to make their garments. The attendance is larger on gardening days than on any others. Many of the children have made gardens at home in which they have raised vegetables for family use, to sell, or to give to less fortunate neighbors. The manual training is more practical this year than ever before. The boys are building a cloakroom for the lower hall, a sewing table for one of the rooms, and shelves for the Normal room. Another Normal classroom will probably be needed next year.

EACH year the Whittier School, composed of children from the neighborhood, becomes a more important part of Hampton's work. The enrollment in 1903 was 274 girls and 190 boys. The principal reports improvement, not only in the class work but in the habits and



Summer Work

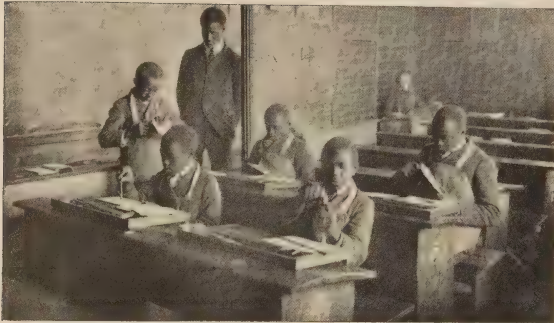
THERE has been an important development of Hampton's summer work within the past ten years. An attempt has been made to reach not only the graduates and ex-students of the school, but as many other teachers as possible, especially those in the rural districts of the South. With the aid of the Peabody and General Education Boards and the State of Virginia, a four weeks' institute for teachers has been maintained for several years. Four hundred and fifty-one teachers from fifteen different states registered in 1902. In order to give a longer and more thorough training than is possible in this time, the session was lengthened to six weeks in 1903. This institute gives teachers an opportunity, which many have desired, of learning how to introduce courses in agriculture and manual training into their curriculums. A practice school is maintained which is typical of the average country school, and in this, sewing, cooking, and agriculture are taught, thus demonstrating the practicability of combining these subjects with the ordinary English branches. A kindergarten will also be in operation during the session. The effect of this summer work has been seen in the introduction of its methods in various parts of the South.

The Negro Conference, held during the session of the teachers' institute, brings together the leaders of this race for the discussion of problems of education, religion, health, agriculture, and the improvement of the home. Reports are given by men and women engaged in reformatory work and in different kinds of educational and religious enterprises, and also by standing committees on the various topics discussed, many of which are of permanent sociological value.



A GROUP OF SUMMER SCHOOL STUDENTS AND INSTRUCTORS (1902)

The Southern Industrial Classes



ONE OF THE SOUTHERN INDUSTRIAL CLASSES

been made by these children. The results of this extension work, which is under Hampton's supervision, are seen in the greater personal neatness of the children, in cleaner and more attractive homes, and in a more wholesome attitude toward the labor of the hand.

OVER three thousand children in Norfolk, Portsmouth, Newport News, Hampton and the adjoining counties are receiving lessons in cooking, sewing, and other kinds of manual training in classes established through the generosity of the Slater Board, Mrs. Hobson of Washington, and Mrs. C. P. Huntington of New York. School gardens have been established by some of the country schools, and a large number of home gardens have

Hampton's Needs

ALTHOUGH ten years have passed since General Armstrong's death, the school to which he gave his life remains without proper endowment. Some progress has been made, but at least two million dollars are necessary to place the institution on a firm foundation and relieve it from the yearly struggle to raise the amount needed for current expenses.

Among the other imperative needs are the following :—

1. A cylinder press suitable for half-tone work to cost \$2,500.
2. A dairy for the Hemenway Farm to cost \$3,000.
3. An embankment to protect the school grounds against the sewage of the town of Hampton, to cost \$50,000.
4. A boys' dormitory to cost \$50,000.
5. An addition to Trade School Building to cost \$20,000.
6. Eight hundred \$70 scholarships to provide tuition for students at Hampton the present year.



THE BATTALION OF HAMPTON CADETS

Moral and Religious Work

THE object of the Hampton School is character building. It succeeds or fails in so far as it accomplishes this result. The testimony of Major Moton, the commandant, is interesting. "The order of the school," he says, "shows improvement with each succeeding year and this year is an exception only in the fact that it has been more marked. I do not know of any institution, North or South, that holds the student more strictly to its requirements than Hampton does, whether in scholarship, industry, or deportment. I know no institution that inculcates more thoroughly, and I believe more successfully, the missionary idea—that every student is trained not alone that he may make a better citizen, but that he may devote himself to the elevation of his people."

The religious work of the school is in charge of the resident chaplain and his assistant. It is undenominational in character, emphasizing the fundamental truths in which all churches can unite and leaving in the background those points on which they differ. It has the cordial support of all the clergymen of the community of both races and all denominations.

The King's Daughters Circles for the girls and the Young Men's Christian Association for the boys have brought the older classes into close relations with the younger ones who are in this way influenced for good by those who have been at Hampton long enough to get the school's tone. The neighborhood missionary work which sends squads of boys and girls, under supervision, to the cabins of the poor, to the jail and the poorhouse, and into the Sunday schools of the community, is a most valuable method of inculcating the thought of service for others.

Returned Indian Students



AN INDIAN GRADUATE AND HIS WIFE
DAY-SCHOOL TEACHERS

IT is twenty-five years ago this month that Captain Pratt brought the first Indians to Hampton—the prisoners of war from St. Augustine. Since that time the school has taught 938 Indian boys and girls, 673 of whom are now living. These returned students are doing work and exerting influences which, according to our best knowledge, we classify as follows:—Excellent 141, Good 333, Fair 149, Poor 42, Bad 8. According to this classification, 474 returned students are entirely satisfactory, 50 have poor records, and 149 amount to but little either way. They are largely the sick and deficient.

The first three Indians were graduated from the academic course in '82. Since then 89 (including those of 1903) have been graduated. Of this number 7 have died and the others rank as follows:—Excellent 48, Good 22, Fair 7, Poor 4, Bad 1. Fifteen of these have taken the post-graduate course at Hampton and sixteen have taken advanced courses elsewhere.

All those classified as “good” live Christain lives, are industrious, temperate, moral—in a word, those who may be considered as examples worthy of emulation by the less favored of their people. As a rule, we believe that these are the ones destined to accomplish most among a slow-moving people like the Indians, gradually raising them to higher ways of thought and life without the use of extreme measures such as grate upon the sensibilities of the old Indians and are apt to injure their dignity.



AN INDIAN PHYSICIAN
(Graduate of 1895)

Returned Indian Students

WHEN one goes to the agencies where Indian returned students are to be found in the greatest numbers and inquires concerning them, he finds that most of the important positions at the agency—those of interpreter, clerk, “boss farmer,” and policeman—are filled by them, and that nearly every place in the trade shops, except that of foreman, is filled by boys who have learned more or less of a trade at school. In the boarding schools, one or more teachers will usually be found in the classrooms and several in industrial positions. Among

the camp schools—little oases in the desert of ignorance—very often a young educated Indian and his wife are in charge, doing their best teaching by providing a living object lesson, not only to the children but to the parents. At several of the agencies helpful societies have sprung up among the returned students. These hold the leaders together, and sustain the weak, and have proved themselves of political as well as ethical value, supplying the place made vacant in civil affairs by the deposition of the chiefs and the absence of any other guiding power.



AN OLD-TIME INDIAN HOME



HOUSE BUILT AND OWNED BY HAMPTON RETURNED STUDENT

Negro Graduates



HOME OWNED BY A NEGRO EX-STUDENT OF HAMPTON

IT is the constant endeavor of the school authorities to keep themselves in touch with its graduates and ex-students. Of 235 Negro trade-school graduates, 153, or 65 per cent., are either teaching or practicing their trades. The total number of graduates is 1,189, and the number of ex-students, not graduates, about 6,000. A much larger proportion, however, of those who enter the school now, remain to graduate than was the case in former years. Over 31 per cent. of the Negro men and 53 per cent. of the women graduates are teaching at the present time. After following this profession for a few years, the women in many cases marry and the men go into business, buy land and engage in farming, or work at trades. It is impossible for a man to bring up a family on the salary that is paid to a country teacher. Hampton's plan of teaching trades and farming

Negro Graduates

to those who are to become teachers in rural districts provides the only way in which properly trained men and women can be sent into the country. Over 35 per cent. of all Hampton's graduates are either farmers or mechanics or part-time farmers. Dr. G. S. Dickerman, in an article in the *SOUTHERN WORKMAN* for January 1903, shows that in 33 counties in Virginia, over 80 per cent. and in 12 counties, some of which are in the immediate vicinity of Hampton, over 90 per cent. of the Negro farmers own and manage farms. That the school has had much to do with bringing about this condition is not too much to claim.



HAMPTON GRADUATES AT HOME

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